DOCUMENT RESUME

ED 109 681 88 CS 202 161

TITLE Language Arts Program Objectives (Grades 7, 8, and 9).
INSTITUTION East Allen County Schools, New Haven, Ind.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE 73
NOTE 47p.

EDRS PRICE MF-$0.76 HC-$1.95 PLUS POSTAGE
DESCRIPTORS Business English; Communications; Composition Skills (Literary); Curriculum Guides; Debate; *English Programs; Grammar; Journalism; Junior High Schools; *Language Arts; Mass Media; *Objectives; Speech; Television; Theater Arts; Vocabulary
IDENTIFIERS Elementary Secondary Education Act Title III; ESEA Title III

ABSTRACT

A language arts program for the seventh, eighth, and ninth grades is detailed in this document. Outlines of the scope and sequence of course components and lists of program objectives are given for each grade. Following these program objectives, the document consists of outline sketches for each course topic, including the scope and sequence of the subject as well as the program objectives. Course topics are as follows: written and oral communication, grammar, composition, business English, creative writing, vocabulary building, debate, speech, communications, mass media awareness, journalism, television production, oral interpretation, drama and theatre arts, American literature, English literature, world literature, short story, mythology and science fiction, poetry, modern drama, and Bible literature. (JM)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED109681

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

PROGRAM OBJECTIVES

LANGUAGE ARTS

1973

East Allen County Schools

CS 202 161

PROGRAM OBJECTIVES

EAST ALLEN COUNTY SCHOOLS

LANGUAGE ARTS

TABLE OF CONTENTS

		Page
I.	Introduction	1
II.	7th Grade Language Arts	
	Scope and Sequence	1
	8th Grade Language Arts	
	Scope and Sequence	2
	7th and 8th Grade Language Arts	
	Program Objectives	3
III.	9th Grade Language Arts	
	Scope and Sequence	4
	Program Objectives	5
IV.	Introduction to Written and Oral Communication	6
V.	Integrated Grammar and Composition	
	Scope and Sequence	7
	Program Objectives	7
VI.	Business English	
	Scope and Sequence	8
	Program Objectives	9
VII.	Honors Grammar	
	Scope and Sequence	10
	Program Objectives	11
VIII.	Advanced Composition	
	Scope and Sequence	12
	Program Objectives	13
IX.	Creative Writing	
	Scope and Sequence - New Haven	14
	Scope and Sequence - Heritage	14
	Program Objectives	15
X.	Vocabulary Building	
	Scope and Sequence	16
	Program Objectives	16
XI.	Debate	
	Scope and Sequence	17
	Program Objectives	17
XII.	Speech	
	Scope and Sequence	18
	Program Objectives	20

XIII. Communications
Scope and Sequence 19
Program Objectives 20

XIV. Mass Media Awareness
Scope and Sequence 21
Program Objectives 21

XV. Journalism
Scope and Sequence 23
Program Objectives 23

XVI. Television Production
Scope and Sequence 24
Program Objectives 24

XVII. Oral Interpretation
Scope and Sequence 26
Program Objectives 27

XVIII. Drama and Theatre Arts
Scope and Sequence 28
Program Objectives 29

XIX. Introduction to Literature Courses 30

XX. American Literature
Scope and Sequence 31
Program Objectives 31

XXI. English Literature
Scope and Sequence 32
Program Objectives 32

XXII. World Literature and Great Works of Literature
Scope and Sequence 33
Program Objectives 33

XXIII. Short Story
Scope and Sequence 35
Program Objectives 35

XXIV. Mythology and Science Fiction
Scope and Sequence 36
Program Objectives 36

XXV. Poetry
Scope and Sequence 37
Program Objectives 37

XXVI. Modern Drama
Scope and Sequence 38
Program Objectives 38

XXVII. Bible Literature
Scope and Sequence 40
Program Objectives 41

INTRODUCTION

The program objectives and scope of the Language Arts courses reflect the evaluation and work of the English teachers who teach these courses Instructional objectives will be written to implement these program objectives. It is hoped that this evaluation of what is presently being done indicates the wide range of choices offered to the students as well as emphasizes the basic skills which each student is required to master.

Even as this compilation is in the process of being completed, administration and teach rs are revising their 1972-73 programs. Curriculum planning is an on-going project, and many courses will undoubtedly be added to these particular program objectives in the coming years.

I am grateful to all of the teachers whose work and critiques formulated these program objectives, and whose continuing creativity in curriculum development will eventually make this obsolete.

Ann Longtine

MBO Steering Committee Member

SCOPE AND SEQUENCE

7TH GRADE LANGUAGE ARTS

A. Basic Library Skills

B. Composition

1. Complete sentence answers to questions
2. The topic sentence
3. Paragraph writing

C. Grammar

1. Noun
2. Pronoun
3. Adjective
4. Adverb
5. Preposition
6. Conjunction
7. Subject - verb agreement
8. Punctuation
9. Capitalization

D. Literature

1. Poetry
   a. Read selected poems
   b. Understand idea and/or story presented

2. Short Story
   a. Read selected short stories
   b. Summarize the plot and answer plot related questions

3. Novel
   a. Read selected novels
   b. Complete book reports (Enrichment)

4. Drama
   a. Read selected plays
   b. Answer plot related questions

5. Non-fiction
   a. Read selected biography
   b. Read selected autobiography
   c. Understand the difference between fiction and non-fiction

(At Leo grammar is taught on the basis of each student's results on a diagnostic test. Also, paragraph writing is not taught in the 7th grade general class.)

8TH GRADE LANGUAGE ARTS

A. Library Skills

1. Readers Guide
2. Almanac

B. Spelling Improvement

C. Vocabulary Enrichment

D. Composition

1. Complete sentences
2. Paragraph writing
3. Short themes
4. Format for a letter

E. Grammar

1. Sentence patterns
2. Prepositional phrase
3. Adjective
4. Adverb
5. Verbs (linking and action)
6. Nouns
7. Pronouns
8. Subject-verb agreement
9. Capitalization and punctuation

F. Literature

1. Poetry
   a. Read selected poetry
   b. Understand the idea and/or story presented

2. Short story
   a. Read selected short stories
   b. Understand the meaning of plot
   c. Identify the plot of short stories

2. Drama
   a. Read selected plays
   b. Discuss the plot

3. Non fiction
   a. Read selected biography
   b. Read selected autobiography
   c. Read selected essays

PROGRAM OBJECTIVES

7TH AND 8TH GRADE LANGUAGE ARTS

1. The student will develop library skills necessary for pleasure and basic research.

2. The student will develop vocabulary and spelling which is necessary for vocational and academic success.

3. The student will learn to construct a grammatically correct sentence.(7th)

4. The student will learn to construct a paragraph. (8th grade)

5. The student will continue to develop a knowledge of grammar sufficient to meet his needs of writing, reading, speaking and listening.

6. The student will continue to develop reading skills necessary for academic and vocational success, and reading for enjoyment.

SCOPE AND SEQUENCE

9TH GRADE LANGUAGE ARTS

A. Library skills

1. Card catalogue
2. Bibliography
3. Shelving

B. Vocabulary enrichment

C. Composition

1. Paragraph writing
2. Journalistic writing
3. Business letters

D. Grammar

1. Adjectives
2. Adverbs
3. Verbals
4. Subordinate clauses
5. Subject-verb agreement
6. Pronoun agreement with its antecedent
7. Compound sentence
8. Complex sentence
9. Punctuation
10. Capitalization

E. Literature

1. Poetry
   a. Read selected poetry
   b. Study basic figures of speech

2. Short story
   a. Read selected short stories
   b. Study the development of the short story
   c. Study the basic elements
      1. plot
      2. theme
      3. seating
      4. conflict
      5. characterization

3. The novel
   a. Read Great Expectations
   b. Discuss the background of Charles Dickens
   c. Discuss the plot and the character of the novel

4. Drama
   a. Read the Merchant of Venice and/or Romeo and Juliet
   b. Discuss Elizabethan England
   c. Discuss the life of William Shakespeare

5. The Epic
    a. Read the Odyssey
    b. Read selected myths
    c. Discuss Greek mythology
    d. Discuss ancient Greece
    e. Discuss the life of Homer

6. Enrichment options: Packages are offered in
    a. Huck Finn
    b. To Kill A Mockingbird
    c. Karen
    d. I Never Promised You A Rose Garden
    e. Newspaper study
    f. Satire
    g. Haiku poetry
    h. Folk-rock poetry
    i. Styles in poetry
    j. Sentence patterns

PROGRAM OBJECTIVES

1. The student will read selected novels, short stories, poetry, drama, and non-fiction with emphasis on plot, theme, characterization, and basic literary techniques and devices.

2. The student will review basic grammar skills and be introduced to additional grammar elements.

3. The student will apply the above-mentioned grammar skills in well constructed written compositions and oral presentations.

The Heritage program is a one semester program which does not include literature. The 9th grade student will take a semester of composition to complete the year. The other schools offer an academic year program which includes grammar, composition, and literature as a single course.

"INTRODUCTION TO THE COURSES IN THE AREA OF WRITTEN AND ORAL COMMUNICATION"

In the area of communication, each student is required to master the basic skills of grammar which are applied in written communication. The 7th, 8th, and 9th grades build on the skills which were first presented in the preceding grades. The student may then choose to elect an advanced course in grammar or composition. Options are also offered in oral communications: Speech, Debate, Oral Interpretation, Television Production.

The area of Drama and Theatre Arts offers a unique possibility for the student to learn the specialized techniques involved in communication through the dramatic mode.

It should be noted that the scope presented is offered in some schools as a one semester course and in others is included within a two semester course.

SCOPE AND SEQUENCE

INTEGRATED GRAMMAR AND COMPOSITION

A. COMPOSITION

1. Write a topic sentence and to develop from that a coherent paragraph
2. Identify and correct a sentence fragment
3. Identify and correct a run-on sentence
4. Construct a unified paragraph
5. Construct an outline correctly
6. Write a paper from an outline
7. Construct a paper using a narrative technique
8. Identify the basic tools for library use

An <u>exceptional</u> student should be able to:

9. Construct an argumentative paper
10. Write a review of a book to which they have been assigned

B. GRAMMAR

1. Write a sentence with correct subject-verb agreement
2. Identify the various types of verbs
3. Use the correct form of 32 irregular verbs
4. Use the adverb form correctly
5. Use the appropriate pronoun in agreement with its antecedent
6. Identify and use the basic types of sentences
7. Use the apostrophe, comma, semi-colon, and capital letters appropriately
8. Spell correctly the 300 stplling words assigned
9. Use correctly in context the 100 vocabulary words assigned

PROGRAM OBJECTIVES

1. A student in Integrated Grammar and Composition will know basic fundamentals of grammar.

2. He will apply these in his own writing of paragraphs.

3. The student will be aware of the importance of logic and organization in writing.

SCOPE AND SEQUENCE

BUSINESS ENGLISH

A. Getting the Job

1. Application forms
2. Job resumes
3. Job interviews
4. Job synopsis

B. The Basic Sentence Patterns

1. Pattern 1 - sentences with transitive verbs
2. Pattern 2 - sentences with subject/intran. verbs
3. Pattern 3 - sentences with linking verbs
4. Pattern 4 - sentences having special formulas (postponement of subject)

C. Pattern Words

1. Nouns, personal pronouns
2. Verbs, adverbs
3. Descriptive adjectives
4. Sentence varieties

D. Function Words

1. Determiners, Auxilliaries
2. Prepositions, connectors

E. Writing Effective Sentences

1. Unity
2. Cohesion
3. Power in sentences

F. Writing Effective Paragraphs

1. Arrangement
2. Transitions
3. Organization

G. English Extras That Count

1. Punctuation
2. Capitalization
3. Numbers

H. Getting the Message Across

1. Correction of errors
2. Improving sentences
3. Basic punctuation review

I. Message Forms

1. Personal messages
2. Inquiries/replies
3. Announcements
4. Orders/requests
5. Congratulatory notes
6. Introductions

J. Business Problems

PROGRAM OBJECTIVES

1. The student will be able to recognize the various types of business messages and be prepared to write such messages when he is employed in the business world.

2. The student will recognize the value of these precise forms of communication and the necessity of their accurate use in the business world.

SCOPE AND SEQUENCE

HONORS GRAMMAR

Honors Grammar is offered at New Haven High School. Advanced Composition is offered at Heritage. The scope and sequence of both offerings are basically similar as is the Advanced Grammar and Composition course offered at Leo.

TOPICS TAUGHT IN HONORS GRAMMAR - This course is offered at New Haven High School

Honors Grammar is an intensive review of underclassmen courses in grammar and composition, with emphasis on maturity of viewpoint and also on written expression.

A. Grammar

1. Sentence sense (sentence fragment, comma blunder, appositives, subjects, verbs, parts of speech, phrases, clauses)
2. Kinds of sentences
3. Use and reference of pronouns, antecedents
4. Verbs - agreement, tense, mood, kind
5. Modifiers - adjectives, adverbs
6. Case
7. Co-ordination and subordination
8. Verbals

B. Punctuation

1. Apostrophes, commas, semicolons, colons, italics, the dash
2. Quotation marks, abbreviations and numbers, parentheses, brackets

C. Capitalization

D. Spelling -frequent drill on words from various lists, plus review of basic rules

E. Vocabulary

1. Dictionary study
2. Word meanings (stress on increasing vocabulary)
3. Idioms
4. Hackneyed expressions
5. Synonyms, antonyms, homonyms

F. Use of the library - review, as preliminary to term paper work

G. Written expressions

1. Paragraph development
2. Theme writing (approximately 8 to 10 themes)
3. One book report - written in class, either as a character sketch or as a theme of setting
4. Types of outlines

5. Parallelism emphasis, variety, exactness, point of view, unity and logical thinking, dangling modifiers
6. Paraphrasing and precise writing
7. Note taking
8. TERM PAPER - length of 1800 to 2500 words, minimum of 18 footnotes, minimum of eight references in bibliography (two of these must be magazines; no more than two encyclopedia references may be used). This research is spread over an eleven week period.

PROGRAM OBJECTIVES

1. The student will understand the components of the English sentence (subject-verb relationship, clauses and phrases to achieve subordination and emphasis, parallelism for clarity, paragraphing, organization of ideas, etc.) and should be able to write effective, coherent sentences to communicate his ideas.

2. The student will develop an appreciation of style in order to know when he has expressed himself in the most effective manner possible.

SCOPE AND SEQUENCE

ADVANCED COMPOSITION

A. The Parts of the Simple Sentence

1. Understanding verbs
2. Understanding subjects
3. Completers
4. Modifiers
5. Connectors
6. Appositives
7. Punctuation of the simple sentence
8. Capitalization

B. Spelling

C. Composition as Thought

D. Paragraphs

1. Topic sentence
2. Unity
3. Coherence
4. Methods of development
5. Introductory paragraph
6. Concluding paragraph

E. The Theme of Definition

F. Verbals

1. Recognizing verbals
2. Pronouns with verbals
3. Punctuation of verbal phrases

G. The Theme of Analysis

H. The Compound Sentence

1. Main clauses
2. Punctuation of main clauses

I. The Critical Review and Critical Analysis

J. The Complex and Compound Complex Sentence

1. Subordinate versus main clauses
2. Punctuation of complex sentences

J. The Theme of Description

K. The Term Paper

L. The Combining of Sentence Elements

1. Reference of modifiers
2. Making sentence elements parallel
3. Illogical constructions
4. Faulty coordination and subordination
5. Stating complete thoughts
6. Consistency in point of view
7. Writing complete sentences

M. The Theme of Argumentation

N. Writing Effective Sentences

1. Emphasis in sentences
2. Conciseness in sentences
3. Sound in sentences
4. Variety in sentences

O. The Theme of Persuasion

PROGRAM OBJECTIVES

1. The student will know the finer mechanics of sentence structure and punctuation and the organizational methods of various types of themes.

2. The student will be able to apply this knowledge in his writing, and have an appreciation of the art of writing.

(Creative writing is offered at both Heritage and New Haven High School. The scope and sequence of both offerings is basically similar but each is unique in the approach taken.)

SCOPE OF CREATIVE WRITING AT NEW HAVEN HIGH

A. Vocabulary study

1. Correct spelling
2. Definitions
3. Proper usage of each word

B. Areas of writing

1. Religious
2. Political
3. Descriptive
4. Comic strip

C. Types of writing

1. Prose
2. Poetry
3. Drama

D. Parts of writing

1. Theme
2. Plot
3. Characterization

SCOPE OF CREATIVE WRITING AT HERITAGE

A. The medium of poetry

1. Introduction in in-depth perception necessary to write poetry
2. Study of the natural world, paintings and music

B. The words of poetry

C. Introduction to the emotional and personal thoughts in poetry

D. Introduction to some of the technical aspects of writing a poem

E. Introduction to the total effect of poetry to determine whether poetry, although highly personal, reflects society and may in fact influence society

F. The poem becomes a story

1. Epitaph writing
2. Diaries
3. Situations re-told

G. Writing the short story

1. Imitation of style
2. Review of the elements of short story
3. Study of and writing different types of short stories
    a. Vertical
    b. Horizontal
    c. Science fiction
    d. Fantasy
    e. Story of symbol and irony
    f. Stream of consciousness

H. The short story becomes a play

I. Study of one-act plays

J. Round table discussions of student work

PROGRAM OBJECTIVES

1. The student will be able to express himself in an innovative mode.

2. The student will be able to express himself in various creative methods after developing a recognition of those methods.

SCOPE AND SEQUENCE

VOCABULARY BUILDING

A. Suffixes, prefixes, roots

1. Latin
2. Greek

B. Origin

C. Meaning

D. Usage

1. Definitions
2. Usage in sentences
3. Usage in paragraphs
4. Acrostics
5. Word related games

PROGRAM OBJECTIVES

1. The student will be able to recognize Greek and Latin roots and prefixes in unfamiliar words, thus discovering their meaning.

2. The student will be able to employ words learned in isolation, in everyday written work, and in oral communication.

SCOPE AND SEQUENCE

DEBATE

A. Discussion of the national debate proposition for the year

B. Definition

C. Work on affirmative cases with emphasis on the affirmative's "burden of proof" to present a prime facie case

    1. Need for a change
    2. Workable plan
    3. How will the plan meet the need
    4. Is this better than any alternate plan

D. Work on possible negative cases

    1. Straight refutation
    2. Defense of status quo
    3. Counter proposition
    4. Adjustments and repairs
    5. Evils outweigh advantages

E. Examine alternate affirmative approaches including the comparative advantage and criteria case

F. Basic research to gather material needed

G. Develop logic and reasoning to proceed from evidence to the establishment of a case

PROGRAM OBJECTIVES

1. The student will know what is required in a prima facie case and understand how to use evidence and logic to support it.

2. The student will learn to evaluate the evidence and logic used to persuade him.

SCOPE AND SEQUENCE

SPEECH I

A. Introductions (social)

B. Telephoning

C. Conversation

D. Sales talks

E. Interviews

F. Group discussion

G. Parliamentary procedure

H. Impromptu speaking

I. Interpretation through reading

J. Study of voice and pronunciation

K. 10 to 12 outlined speeches (3 to 4 minutes long--including to inform, interest, convince, persuade)

L. Final original speech of 8 to 10 minutes in length (which serves as the final exam)

The following topics are covered in the New Haven High speech course; they are not covered in the speech course at Heritage and Leo. Instead, they are in the Communication & Oral Interpretation courses at Heritage.

A. Introductions

B. Telephoning

C. Conversation

D. Interview

E. Discussion

F. Parliamentary procedure

G. Use of the voice

1. Rate
2. Pitch
3. Volume

H. Interpretive reading

SCOPE AND SEQUENCE

COMMUNICATIONS

This course is offered at Heritage under the title Communications. At Leo this scope A to I is offered as the Speech course.

A. Listening

B. Announcements

C. Welcome speeches

D. Introduction and first speech

E. Social writing

1. The friendly letter
2. Social notes
    a. Thank you notes
    b. Informal invitation
    c. Notes of acceptance and regret
    d. Congratulatory note
    e. Writing directions in a note and drawing a map

F. Impromptu speaking

G. Gift speeches

H. Farewell speech

I. Business meetings

1. Nominating speech
2. Accepting a nomination or office
    a. Order of business
    b. Officer duties
    c. Parliamentary law

J. Group discussion

K. Visual communication

1. Collage
2. Photo essay
3. Posters

L. Demonstration and sales speech

M. Business related communications

N. Reading aloud

O. Newspaper writing

1. Preparing want ads
2. Letters to the editor
3. Personal announcements and weddings

PROGRAM OBJECTIVES FOR SPEECH AND FOR COMMUNICATIONS

1. The student will know how to use his voice and body to aid in oral communication.

2. The student will be able to gather material and organize it in such a way as to achieve a maximum effect upon the listener.

3. The student will appreciate the inherent difficulties involved in the communication of ideas from one individual to another.

SCOPE AND SEQUENCE

MASS MEDIA AWARENESS

A. Communication, symbol and process

B. Extention through media

C. Role of the mass media in a changing society

D. The role of the journalis in an age of instant communication

E. Communication and society

F. Communication: The Social, Economic Environment

G. The audiences of mass media

H. Media and Government: An Early Experience

I. Media and Government: A Modern Experience

J. Media and Courts: Regulations of the Mass Media

K. The Print Media

L. The electronic media

1. Television
2. Movies
3. Radio

M. Advertising

1. The language of advertising
2. Persuasion

N. The media as informers and interpreters

O. The media as entertainers

P. The media as persuaders

Q. Criticisms of mass media

R. The mass media and the future

PROGRAM OBJECTIVES

1. The student will be aware of the impact of mass media by studying the techniques these media use to communicate.

2. Students will develop an understanding of media roles: informers, persuaders, and entertainers via essays and articles written by professionals an the field.

3. Students will know the liabilities and assets of each medium in order to better understand their effect on society.

SCOPE AND SEQUENCE

JOUNRALISM

A. News gathering, newswriting

1. Sources, resources
2. Interviewing
3. Newswriting
4. Copy editing
5. Headline writing

B. Specialized writing

1. Features
2. Editorials
3. Columns
4. Sports

C. Mass media

1. Role of mass media
2. History of journalism
3. Careers in journalism
4. Social responsibility

D. Photo editing

1. Cropping
2. Equipment

E. Make-up, design

1. Newspaper layout, composition, design
2. Yearbook layout, composition, design

F. Business, advertising

1. Bookkeeping principles
2. Ads and layouts for ads

PROGRAM OBJECTIVES

1. The student will know mechanical aspects of newspaper production, and the layout and design of a modern newspaper.

2. The student will be able to put newspaper writing skills and techniques into practice by constructing all forms of newspaper stories.

3. The student will understand the methods of communicating accurately, concisely and fairly through printed media.

SCOPE AND SEQUENCE

TELEVISION PRODUCTION

A. History of television

B. How television works

C. Use and operation of our own portable equipment

1. VTR
    a. Taping live
    b. Taping off of commercial stations
    c. Editing
    d. Sound - dubing
    e. Preventive maintenance
2. Camera
    a. Zoom lens
    b. Techniques of use
    c. Care and maintenance

D. Producing and directing a TV show

1. Duties of a director
2. Duties of producer
3. Skills in writing a script
    a. Storyboard exercise with slides
    b. Time exercise
4. Station personnel
5. Graphics
    a. Making a title card
    b. Methods of lettering
6. Studio and control centers
7. Cameras
8. Lenses
    a. Characteristics of
    b. Depth of field
    c. Focal length
    d. F-stop
9. Audio
10. Lighting
    a. Reasons for
    b. Methods and uses
11. Film and video tape recording
12. Remote telecasts
13. Scenery and properties
14. Special effects
15. Performing and acting
16. Make-up and clothing

PROGRAM OBJECTIVES

1. The student will distinguish the different pieces of equipment used in the

production of a television program.

2. The student will produce a program using the quipment and his skills to maximum effectiveness.

3. The student will distinguish between programs that are well constructed and those that are not, through his acquired sense of discrimination.

SCOPE AND SEQUENCE

ORAL INTERPRETATION

A. What is interpretative reading?

1. Definition of interpretative reading
2. Communicating with the audience

B. Working on the voice

1. How the voice works
2. Breath control
3. Working on pitch
4. Working on inflection
5. Working on volume
6. Working on intensity
7. Working on rate
8. Working on articulation
9. Working on pronunciation
10. Working on vocal qualities

C. Preparing material for interpretation

1. Choosing the selection
2. Finding the meaning
3. Discovering the mood
4. Basic techniques for any oral reading

D. Interpreting prose

1. Reading expository prose
2. Reading narrative prose
3. Reading descriptive prose
4. Reading a speech

E. Interpreting drama

1. Selecting the scene
2. Suggesting character
3. Body involvement

F. Interpreting poetry

1. Prose versus poetry
2. Language of poetry
3. Finding the meaning in poetry
4. Working with the rhythm of poetry

G. Choral reading

1. Procedure in preparation
2. Techniques
3. Materials

4. Bodily action
5. Rehearsal
6. Voice divisions

PROGRAM OBJECTIVES

1. The student will know how to interpret various types of literature.

2. The student will orally present these various types of literature effectively before an audience.

THEATRE ARTS

A. Theatre as an art form

1. Aesthetic value of theatre
2. Useful versus fine arts
3. Definition of art
4. Advantages of theatre over other arts

B. Dramatic structure and form

1. Dramatic action
2. Form in drama

C. Evaluating a play

D. Theatre organization

1. Business and production staff
    a. Business manager
    b. Publicity
    c. Ticket
    d. House management
    e. Make-up crew
    f. Costume crew
    g. Sound
    h. Props
    i. Set
2. The director and his duties
    a. Role of the director
    b. Work of the director
    c. Play selection
    d. Script analysis
    e. Tryouts
    f. Casting
    g. Functions of blocking
    h. Principles of blocking
    i. Design of blocking
    j. Preparing the prompt book
    k. Rehearsal

E. Set design

1. The stage and its equipment
2. Methods of staging
3. Functions of set design
4. Aesthetics of set design
5. Styles of set design
6. Color and color schemes
7. Making scenery
    a. Building a standard flat

b. Painting the flat
c. Building door and window flats
d. Building platforms
e. Other types of scenery

8. Joining scenery
9. Designing a floor plan
10. Making the scale model

F. Costume design

1. Purposes of costume
2. Elements of design
3. Principles of design
4. Working procedures and plans
5. Researching a period
6. Drawing the figures
7. Painting with water color

G. Make up

1. Basic principles
2. Functions of make up
3. Character analysis
4. Materials and types of make up
5. Applying make up
   a. Straight
   b. Character and stylized

PROGRAM OBJECTIVES

1. The student will know the qualities and talents demanded of the artists of the theatre.

2. The student will display this knowledge through theatrical projects and appreciate the theatre as an art form.

"INTRODUCTION TO LITERATURE COURSES"

The area of literature the students apply their reading skills to works of literary significance. On the 7th, 8th, and 9th grade level, the student begins to acquaint himself with the various genres and also develops comprehension of what the author is communicating. In the advanced literature courses which students may elect, the great works of various authors are studied in detail.

SCOPE AND SEQUENCE

AMERICAN LITERATURE

A. Short story

1. Read selected short stories
2. Know placement in time
3. Understand contribution
4. Point our plot, theme, characterization, point of view, conflict
5. Know biographical information about major authors

B. Nonfiction

1. Read selected biographies, autobiographies, essays, and letters
2. Know placement in time
3. Understand contribution
4. Know difference between formal and informal essay

C. Novel

1. Read selected novels
2. Know placement in time

D. Poetry

1. Read selected poetry
2. Know placement in time
3. Understand contribution
4. Know biographical information about major posts

The Leo scope also offers:

E. Development of black literature

F. Modern magazines

PROGRAM OBJECTIVES

1. The student will know major American authors and their major works.

2. The student will read selected works, analyze, discuss and present the basic knowledge of plot, theme, characterization, point of view and conflict.

3. The student will develop an interest so they may pursue further individual reading.

The following English literature course is offered as a one semester course at New Haven, Leo, and Heritage. The scope and sequence offered at each school is basically similar, but the emphasis on a particular area varies with each teacher. In the 1972-73 school year, English literature at Woodlan was offered within the two semester senior year English course.

SCOPE AND SEQUENCE

ENGLISH LITERATURE

A. Introductory literary history

B. Anglo-Saxon and Medieval periods

C. The Elizabethan Age

D. The Seventeenth and Eighteenth Centuries

E. The Romantics

F. The Victorians

G. Twentieth Century literature

PROGRAM OBJECTIVES.

1. The student will read selected works of drama, short story, poetry and essays, and novels.

2. The student will acquire a knowledge of literary definition and concepts, and be able to discuss the content, characters, and meaning of the works which relate to the course.

3. The students will read critical commentaries and analyses relevant to the works studied.

4. The student will acquire an appreciation for the beauty of literature and come to an understanding of its comment on the human condition and society.

SCOPE AND SEQUENCE

WORLD LITERATURE AND GREAT WORKS OF LITERATURE

Great Works of Literature is offered at New Haven High School. World Literature is taught at Heritage. In both courses the scope is world literature; however, the choice of works chosen for study is diverse.

GREAT WORKS OF LITERATURE -- as offered at New Haven High School

Dolls House
Ghosts
Crime and Punishment
Of Human Bondage
Hamlet
Henry IV Part I
Tale of Two Cities
Great Short Stories
Walden
Winesburg, Ohio
The Odyssey
Madame Bovary
Around the World in Eighty Days
Farewell to Arms

Also, the course involves discussion of at least 50 other great novels, plays, and short stories conducted by the instructor.

WORLD LITERATURE -- as offered at Heritage. The course is arranged to concentrate on major themes in literature.

The Righteous
The Lonely People
The Woman Scorned
The Prisoners
The Vulnerable
The Hypocrites
The Opportunists
The Alienated
The Bound Man
The Group
The Performers
The Absurd Man
The Intruder
The Seeker

PROGRAM OBJECTIVES

1. The student will read various drama, short story, poetry selections from countries other than the United States and England.

2. The student will understand characterization, plot, theme, conflict, style.

3. The student will view the influence, if any, of the author's life experiences on his literary works.

4. The student will understand how the writing fits into its time period.

5. The student will view the various cultures thus gaining a better understanding of universal human behavior.

SCOPE AND SEQUENCE

SHORT STORY

A. Plot

B. Character

C. Setting

D. Tone

E. Total effect

F. Man - The individual

G. Man - His society

H. Man - His personal relationship

I. Man - His mind

PROGRAM OBJECTIVES

1. The student will recognize the elements of the short story.

2. The student will recognize major short story writers and identify them with the type of short stories they write.

3. The student will recognize short story situations as small fragments of real life.

SCOPE AND SEQUENCE

MYTHOLOGY AND SCIENCE FICTION

A. Greek mythology

B. Myths of the Greeks and Romans

C. Medieval myths

D. Science fiction of Jules Verne

E. Sciencefiction of other authors

PROGRAM OBJECTIVES

1. The student will study Greek and European myths and will demonstrate how these myths relate to modern literature.

2. The student will read various science fiction works and will study critically the various eras.

3. He will grow in appreciation of the link between the present and the future which the authors emphasize.

SCOPE AND SEQUENCE

POETRY

A. Recognize and analyze poetic techniques, such as

1. Rhythm patterns
2. Rhyme patterns
3. Figurative language
4. Alliteration, assonance
5. Onomatopoeia, phonetic intensives

B. Analyze poetry for the development of theme

1. Be able to state the theme well in one sentence
2. Recognize certain universal themes that appear repeatedly in literature

C. Do a limited amount of poetical writing

1. Learn to incorporate poetical techniques while writing prose
2. Learn to write in the form of concrete poetry, shape words, haiku, limericks, metaphors, etc.

D. Study some poets in depth

1. Study one poet in great depth as a class
2. Study one poet in depth as an individual project

PROGRAM OBJECTIVES

1. The student will learn techniques used in writing poetry, and analyze poems to find usage of the techniques.

2. Analyze poetry for development of themes.

3. Experience writing poetically.

4. Study one poet in depth as a class.

5. Study a poet in depth as an individual project.

SCOPE AND SEQUENCE

MODERN DRAMA

A. Do some oral work in terms of performance

1. Individual oral work
2. Group oral work

B. Read important plays of the 20th century and analyze for technique and theme

1. Know the basic plots of significant plays since 1920
2. Analyze the plays for writing technique, such as
    a. Foreshadowing
    b. Irony
    c. Characterization
    d. Setting
3. Analyze the themes of the plays

C. See live theatre, such as

1. Civic Theatre productions
2. PIT productions
3. Firts Presbyterian productions

D. View significant dramatic productions on television

1. View significant plays not studied in class
2. See performances of plays already studied whenever possible

E. To understand changes in theatre from 1920 to current time, such as

1. Development of Realism
2. Development of Expressionism
3. Development of Theatre of the Absurd

F. To relate historical events and movements to the plays written from 1920 to current time, such as

1. Effects of war
2. Effects of Depression
3. Effects of psychology
4. Effects of censorship

PROGRAM OBJECTIVES

1. The student will perform in individual oral projects and group scenes.

2. The student will read important plays written and produced from 1920 to the present.

3. The student will analyze the plays for technical aspects and themes.

4. The student will see live theatre productions in this area.

5. The student will analyze dramas on television for techniques and themes.

6. The student will understand the changes in drama from 1920 to the present.

7. The student will relate historical events to the development of modern drama.

SCOPE AND SEQUENCE

BIBLE LITERATURE

A. Know history and development of Judaeo-Christian faith

1. The development of the Bible as a written record
2. The development of the conception of God
3. Basic tenets of Old Testament theology
4. History from Creation through reign of David

B. Be familiar with many persons and places in the Bible

1. Have basic knowledge of persons, such as Abraham, Isaac, Jacob, Joseph, Moses, etc.
2. Have basic knowledge of places and events which happened there, such as Eden, Ur, Haran, Hebron, Goshen, Sinai, Bethlehem, etc.

C. Recognize literary allusion to the Bible in other works

1. Recognize people and places from the Bible when mentioned in other literature
2. Know the Biblical accounts of those people accurately

D. Apply literary techniques to the study of the Bible

1. Know what the techniques are, such as plot, theme, foreshadowing, etc.
2. Be able to apply that knowledge to the Bible accounts.

E. Deal with basic philosophical questions, such as

1. What is the nature of God?
2. What are the conceptions of heaven and hell?
3. What is man's nature?
4. What is man's purpose?

F. Be stimulated to read further

1. To trace ideas in other books of the Bible not read
2. To apply information and techniques studied to books of the Bible not read in class

G. To learn about other beliefs and become more open-minded

1. Hear outside speakers present the tenets of their faiths
2. Share ideas with others in the class without fear of condemnation

H. Develop an intellectual approach to Bible study

1. Understand the problems of translation and its relevance to new editions of the Bible
2. Apply information from history, geography, sociology, science, etc. wherever applicable.

PROGRAM OBJECTIVES

BIBLE LITERATURE

1. The student will acquire a knowledge of the history and development of the Judaea-Christian faith.

2. The student will know the people and places in the Bible that they may understand, not only the Bible stories, but also literary allusions to them in other works of literature.

3. The student will discuss various literary types and techniques by using stories, poetry, drama, etc., from the Bible.

4. The student will discuss basic philosophical questions, such as, "What is the purpose of life?", "Who am I?", "How does one face death?".

5. The student will read portions of the Bible not covered in class.

6. The student will study other faiths and different beliefs to develop an open-mindedness toward other groups.

7. The student will develop an intellectual approach to the study of the Bible.